<table>
<thead>
<tr>
<th>Mode of Delivery for</th>
<th>Core Instruction</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Whole Group, Tier 1):</td>
<td>• Direct, explicit, systematic instruction</td>
<td>• Differentiation to support differences in learning styles, culture, disability, language, etc.</td>
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<td></td>
<td>• Gradual Release, including modeling, guided practice, peer collaboration, independent practice</td>
<td>• Use of technology to provide background knowledge, connections with real-world situations, and opportunity to practice to mastery</td>
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<td></td>
<td>• Differentiation to support differences in learning styles, culture, disability, language, etc.</td>
<td>• Highly engaging activities</td>
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<tr>
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<td>• Formative assessment data analyzed to inform instruction</td>
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<td>• Highly engaging activities</td>
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<tr>
<th>Mode of Delivery for</th>
<th>Supplemental Instruction (Small Group, Tier 2):</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Differentiated, small-group instruction</td>
<td>• Use of technology to provide background knowledge, connections with real-world situations, and opportunity to practice to mastery</td>
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<tr>
<td></td>
<td>• Small groups created based on feedback from formative assessment</td>
<td>• Highly engaging activities</td>
</tr>
<tr>
<td></td>
<td>• Teacher meets with groups 3-5 times per week</td>
<td>• Increase instructional time</td>
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<tr>
<td></td>
<td>• Technology used to increase differentiated learning and to provide enrichment opportunities for high-performing students</td>
<td>• Increase time on task with active student involvement</td>
</tr>
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<td></td>
<td>• Highly engaging activities</td>
<td>• Student progress monitored every 1-2 weeks, results used to revise instruction based on student needs and progress</td>
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<tr>
<th>Mode of Delivery for</th>
<th>Intensive Instruction (Individualized, Tier 3)</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Very small group systematic, explicit, interactive instruction</td>
<td>• Use of community resources to reinforce Tier 3 interventions; e.g., community tutoring programs, technology, and homogenous small groups.</td>
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<tr>
<td></td>
<td>• Individualized lesson plans</td>
<td>• Consider breaking up extended instructional time and/or focusing on different parts of the strategy.</td>
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<td></td>
<td>• Instruction provided in homogeneous group or individually, 20-40 minutes/day, 3-5 days/week</td>
<td>• Consider breaking up extended instructional time and/or focusing on different parts of the strategy.</td>
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<td></td>
<td>• One-on-one intensive instruction in specific skills determined by formative assessment and on-going progress monitoring</td>
<td>• Content-area teacher should align work to enhance and generalize learning</td>
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<tr>
<td></td>
<td>• Use of technology for specific skills practice</td>
<td>• Use community resources to reinforce Tier 3 interventions; e.g., community tutoring programs, technology, and homogenous small groups.</td>
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<td>• Highly engaging activities</td>
<td>• Consider breaking up extended instructional time and/or focusing on different parts of the strategy.</td>
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<td></td>
<td>• Frequent, on-going progress monitoring to determine response to intervention</td>
<td>• Consider breaking up extended instructional time and/or focusing on different parts of the strategy.</td>
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<td></td>
<td>• Experienced teacher or interventionist should teach new skills</td>
<td>• Consider breaking up extended instructional time and/or focusing on different parts of the strategy.</td>
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<td>• Content-area teacher should align work to enhance and generalize learning</td>
<td>• Consider breaking up extended instructional time and/or focusing on different parts of the strategy.</td>
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<td>High Probability Barrier</td>
<td>Observable Student Characteristics</td>
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</table>
| **Phonemic Awareness**   | • Difficulty recognizing spoken words.  
                          • Not noticing syllables are made up of sounds.  
                          • Difficulty separating sounds.  
                          • Difficulty learning letter names and remembering sounds for letters  
                          • Mispronouncing common words such as “sussess” for success  
                          • Reading errors where sounds or syllables are omitted, added, reversed or repeated: e.g., “slice” for silence  
                          • Misspellings that are not reasonable: e.g., action spelled "anshul"  
                          • Misspellings with the right letters in the wrong sequence: e.g., “left” for felt,  
                          • Misspellings with syllables missing or in the wrong sequence: “phycian” for physician  
                          • Poor understanding of written material, but generally understanding of material presented orally | Engage in language play.  
Explicitly label sounds.  
Demonstrate the process of blending-segmenting sounds.  
Utilize sound and picture sorts.  
Nursery rhymes, riddles, songs, poems, and read-aloud books.  
Play games/strategies:  
• Rhyme generation  
• Multisensory Mapping  
• Picture card snap  
• Sound sorts  
• Treasure chest | Core:  
• Utilize a phonemic awareness checklist.  
• Draw young learners’ attention to the sounds of spoken language.  
• Provide an environment that encourages play with spoken language as part of the broader literacy program.  
• Provide many opportunities for students to engage in activities that teach them about rhyme, beginning sounds, and syllables.  
• Offer students a print-rich environment.  
• Engage children in language activities that focus on both the form and the content of spoken and written language.  
• Provide explicit explanations in support of students’ discovery of the alphabetic principle.  
• Provide opportunities for students to practice reading and writing for real reasons in a variety of contexts to promote fluency and independence.  
Supplemental:  
Provide small group activities that encourage high levels of student engagement and interaction with print in addition to explicit attention to sound structure in spoken words (for example, through read alouds, shared reading, and invented spelling)  
**Most Intensive:**  
Provide individualized instruction in stimulating phonemic awareness and addressing specific skills deficits; e.g., work specifically with the letters in the student’s own name, then in peer’s names, then in classroom labels. |
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<tr>
<td>Phonics</td>
<td>• Difficulty sounding out words.</td>
<td>Include word games:</td>
<td><strong>Core:</strong></td>
</tr>
<tr>
<td></td>
<td>• Difficulty spelling words.</td>
<td>• Which word doesn’t belong?</td>
<td>• Physically manipulate (e.g., sort) words</td>
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<td>• Difficulty guessing the spelling of a word they don’t recognize.</td>
<td>• Letter bingo</td>
<td>• Explicitly teach sentence construction</td>
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<td>• Difficulty pronouncing a word they haven’t seen before.</td>
<td>• Stretch and snap</td>
<td>• Introduce sounds linked to letters and letter combinations in the written language.</td>
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<td></td>
<td>• Difficulty identifying vowel sounds in words.</td>
<td>• Same or different</td>
<td>• Teach that there is often a predictable pattern.</td>
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<td></td>
<td>• Difficulty identifying consonant sounds.</td>
<td>• Reading log</td>
<td>• Teach sound-symbol correspondence to assist with reading.</td>
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<td></td>
<td>• Difficulty identifying sounds represented by digraphs.</td>
<td>• Word maker</td>
<td>• Teach phoneme letter and sound combinations as they directly manipulate words and sentences.</td>
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<td></td>
<td>• Inability to identify syllable breaks in words.</td>
<td>• Missing letter</td>
<td><strong>Supplemental:</strong></td>
</tr>
<tr>
<td></td>
<td>• Inability to use structural analysis.</td>
<td>• Blending letters</td>
<td>Provide small group instruction focused on decoding strategies; e.g.,</td>
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<td>• Hangman</td>
<td>• checking endings, looking for contractions, finding similar words, chunking big words</td>
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<td>• Word hopscotch</td>
<td><strong>Most Intensive:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Rhyming and syllabification</td>
<td>• Provide instruction that links prior knowledge with new learning</td>
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<td>• Word tic tac toe</td>
<td>• Provide individualized instruction that is systematic, ordered, and deliberate.</td>
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<td>• Word lists</td>
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<td>• Trait analysis</td>
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<td>• Detective teams</td>
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<tr>
<td></td>
<td></td>
<td>• Blending letters</td>
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<td></td>
<td>• Rhyming pair</td>
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<td>• Word baseball</td>
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<td>• Magnet board</td>
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<td>• Word bank</td>
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<td>• Go fish</td>
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<td>• Sorting by patterns</td>
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<td>• Rhyming couplets</td>
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<td>• Word ladders</td>
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<td>• In with the in crowd</td>
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| Fluency                  | • Difficulty with word recognition.  
• Students stumble on particular words.  
• Students lack sight word recognition automaticity.  
• Difficulty getting the meaning of what is read.  
• Performs only one task at a time.  
• Slow and labored reading  
• Phonological or orthographic errors.  
• Does not recognize or retrieve linguistic patterns (phonetics, semantics and syntax)  
• Reader’s complete attention, effort, and energy is focused on word recognition (decoding)  
• Fatigue resulting from draining cognitive resources for decoding  
• Misinterpretation of the usage or meaning of a word, loss of the thread of a sentence, or failure to identify the contextual significance of other words in the passage.  
• Word-by-word reading of a text with little or no phrasing, intonation, or inflection.  
• Poor self-image and lack of confidence.  
• Embarrassed to read aloud.  
• Interjects sounds, word or phrases.  
• Repetition of words or phrases. | • Repeated reading in student pairs  
• Teacher-guided reading for immediate corrective feedback.  
• Choral reading  
• Partner reading  
• Reader’s Theater  
• Tape assisted reading  
• Recorded Reading | Core:  
• Choral reading  
• Unison  
• Refrain  
• Line a child  
• Dialogue  
• Call and response  
• Singing  
• Echo reading  
• Repeated reading  

**Supplemental:**  
Provide small group instruction focused on fluency and stamina strategies, including strategies listed above as well as  
• Antiphonal  
• Paired reading  
• Echo reading  
• Buddy reading  
• Radio reading  
• Reader’s theater  
• Cooperative repeated  
• Focus on efficiency rather than speed  

**Most Intensive:**  
Provide individualized instruction that is systematic, ordered, and deliberate and specifically focused on particular skills deficit.  
• Technology such as recording devices (recorders, mobile devices, computers) may be utilized in one-to-one instruction.  
• Neurological impress method (student and instructor seated side-by-side, reading almost simultaneously). |
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| Vocabulary Knowledge     | • Students question word meanings in grade level text  
                          • Display weak vocabulary  
                          • Difficulty making connections among words in various texts  
                          • Difficulty determining the right word to describe something  
                          • Difficulties learning to use the regular patterns of correspondence between letters and sounds in words as an aid in identifying new words they encounter in text  
                          • Difficulty "sounding out" unknown words  
                          • Slower than normal development of "sight vocabulary" or words they can read fluently and automatically.  
                          • Difficulty in rapid word recognition  
                          • Difficulty decoding unfamiliar words or multisyllable words  
                          • Limited vocabulary  
                          • Poor spelling  
                          • Difficulty writing (compositions are short, disorganized and include grammar and spelling errors). | • Semantic feature analysis to map relationships of concepts from passages and vocabulary used to describe or explain concepts by making connections to what students already know.  
                          • Ensure word-analysis (decoding) skills to support inferring meaning of words through reading text.  
                          • Infer vocabulary meaning through context clues and word parts.  
                          • Explicit instruction (particularly of difficult words and words that are not part of students’ everyday experience),  
                          • Indirect instruction (i.e. exposure to a wide range of reading materials),  
                          • Multimedia methods (going beyond the text to include other medias such as visual stimulus, the use of the computer or sign language),  
                          • Capacity and Association methods (automaticity and making connections) | Core:  
                          • Utilize differentiated instruction.  
                          • Preteach vocabulary  
                          • Introduce big idea  
                          • Preview text  
                          • Students ask and answer questions  
                          • Focus on academic vocabulary and comprehension of academic text  
                          • Ensure collaboration among content area and reading teachers within a safe and positive school wide environment.  

Supplemental:  
• Provide additional instruction in decoding and vocabulary instruction  
• Vocabulary development through wide reading, direct teaching of high utility words  

Most intensive:  
• Provide opportunity to learn unknown words independently during reading.  
• Instruction and activities to increase word consciousness.  
• Talking dictionary (Text-to-speech).  
• Text-to-speech software with word by word highlighting and tools to support students  
• Use emerging literacy programs (w/ELL)  

English Language Learners:  
• Direct, explicit comprehension/vocabulary instruction  
• Decoding practice  
• Textual clues  
• Use of academic language  
• Comprehension strategies
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| Domain-Specific and Domain-General Content Knowledge | • Decline in motivation to read  
• Low interest  
• Low engagement with text.  
• Lack general or discipline-specific skills necessary to focus on the relevant aspects of the reading.  
• Limited comprehension.  
• May not see the connection or relevance of the reading to other course material or themselves  
• May take a long time to read the material  
• Fail to comprehend the reading material or process it satisfactorily  
• Difficulty identifying and using text structures to assist comprehension | • Questioning the Author technique (distribution of discussion throughout text and increased engagement with support).  
• Teach active use of background knowledge, of appropriate reading strategies and thoughtful response to complex text to build motivation and engagement.  
• Acknowledge students’ interests and preferences  
• Use informational, non-controlling language, promoting and valuing less interesting activities  
• Acknowledge students’ negative emotions.  
• Explicitly teach higher-level comprehension skills (pre-reading, reading story discussing story information through questions, identifying theme and generalizing, applying theme to real life, activity and review).  
• Teach the organizational structure of texts | Core:  
• Discussion oriented, extended instruction  
• Explicitly teach reading, strategy use and reading comprehension growth.  
• Scaffold learning:  
  o Teacher/peer scaffolding  
  o Content scaffolding  
  o Task scaffolding  
  o Material scaffolding  
  o Provide parameters and timelines for completion.  
  o Utilize rubrics  
  o Provide guiding questions for support.  
• Provide brainstorming/concept maps/graphic organizers opportunities.  
• Sequence instruction to assist students with seeing relationships and connections across subject areas.  
• Interrelate ideas and information within and across subject matter areas.  
Supplemental:  
• Ensure cooperative learning strategies are utilized to successfully draw typically disengaged student into discussions.  
• Include peer assisted-learning strategies (strategic reading skills – retelling, summarizing and predicting).  
• Include flexible grouping opportunities.  
Most Intensive:  
• Pre-view/pre-teach important concepts when necessary.  
• Provide opportunities for choice and autonomy support.  
• Acknowledge student’s interests and preferences |